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ABSTRACT

The Hopkinsville-Christian County Library (Kentucky) conducted a project that involved recruitment, public awareness, basic literacy, collection development, tutoring, computer-assisted, other technology, and intergenerational/family programs. The project served a community of 50,000-100,000 people, and targeted the learning disabled, seniors/older citizens, intergenerational/families, and English as a Second Language (ESL) learners. Tutoring was done one-on-one and in small groups, using the Laubach and Literacy Volunteers of America (LVA) methods. The project served 800 adult learners and provided 265 hours of direct tutoring service. The grant provided for the expansion of the successful existing literacy laboratory at the library. Other objectives of the project were to: retain a qualified instructor for the library's literacy laboratory; purchase and catalog all video/audio tapes and books; identify and train at least 10 new volunteer tutors who wanted to use the computers; and to increase by 10 the number of tutor/learner teams which would use the library on a regular basis. Data tables containing budget information and the resulting survey are appended. (SWC)

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Hopkinsville-Christian County Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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HOPKINSVILLE-CHRISTIAN COUNTY LIBRARY
1101 BETHEL STREET
HOPKINSVILLE, KY 42240

LIBRARY LITERACY PROGRAM

FINAL PERFORMANCE REPORT
FOR
LIBRARY SERVICES AND CONSTRUCTION ACT TITLE VI

(CFDA NO. 84.167)
1992-1993 - R167A20270

REPORT PREPARED

BY

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Final Performance Report
1992 - 1993 R167A20270

Applicant name and address:	Hopkinsville-Christian County Public Library 1101 Bethel Street Hopkinsville, KY 42240
Title of Project:	LSCA VI - Library Literacy Program
Funding Level:	$ 18,000.00
Beginning and Ending Date of Project Period:	Oct., 1992-Sept., 1993

This grant provided for the expansion of the successful existing literacy laboratory at the Hopkinsville Christian County Public Library. Grant funds were used to retain the services of a qualified literacy instructor. In addition grant monies were used to purchase new workbooks to accompany the cassettes for Another Page, Teach an Adult to Read, KET/GED, and Bill Cosby Teaches Reading. Additional purchases were - Laying the Foundation: A Parent-Child Literacy Training Kit, and Reading with Children: A Training Module. Easy books were purchased for adult new learners to take home and read to their children or grandchildren. Books to keep.

The principal goal of the literacy project is to provide increased services to the undereducated adult _ _ _ 17,000 of the 70,000 individuals residing in the area of project impact. Additional anticipated results were: (1) an

increased number of tutor-learner teams using the library as an instructional site, (2) an expanded use of the collection of literacy materials and, ultimately, the entire library collection, (3) new educational opportunities for minorities, women, the handicapped, and the elderly, (4) a greater potential for recruiting library advocates from the ranks of the undereducated and the disadvantaged, (5) an enhanced image of the library as an essential community agency, (6) a wider opportunity for cooperation among all area providers of literacy services and, (7) a way to demonstrate to adult new learners the importance of an education in modern society.

Briefly, the objectives were;

1. To retain a qualified instructor for the literacy laboratory.
2. To purchase and catalog all video/audio tapes and books.
3. To identify and train at least ten new volunteer tutors who want to use the computers.
4. To increase by ten the number of tutor/learner teams who will use the library on a regular basis.

The literacy laboratory is located on the first floor in the reference section of the library. There are four computer, two video and four audio workstations. Software audio and video tapes are stored near the stations. All of the tapes, audio and video, have been cataloged and may be used on-site or checked out for use at home. That feature has made the lab become more successful and popular with the

new learners.

In all, the Hopkinsville Library has found that literacy programming has become an important public relations tool. Working with the local Literacy Council has increased its visibility in the community and to a great extent enhanced its public support.

Vada Nevels, a retired reading teacher and senior citizen has been retained as the instructor. Vada and Julie Gillespy, technical services librarian, selected and ordered the audio cassettes. Selections feature basic reading skills and books on tape. Most of the titles were suggested by the Christian County Board of Education teachers, who feed the tutors and students into the library's literacy laboratory. A complete list of the selections is included at the end of this report. Typically, the audio tapes are used for drill and enrichment in conjunction with an established Laubach program of study.

Volunteer tutors are trained by teachers at the Christian County Board of Education - Basic Education Center. The teachers at the center match students and tutors on the basis of convenience to transportation, personality, and ability to work together. As one set of students and tutors begin to work together, the learning center trains new tutors. In this manner, a core of tutors is recruited as old tutors leave or change locations. The tutors choose a site convenient for themselves and their students. They are able to choose from several sites in and around Hopkinsville.

About ten tutors use the library's literacy laboratory usually two or more times a week. The tutors record their sessions and the progress of their students. Each session lasts about three hours. The new learners are encouraged to use all of the services provided by the library and each tutor and student is provided with a library card.

The instructor works with the teachers at the center and all tutors who show interest in using the library site are trained as a group early in January. Individual tutors are trained during the year, as they volunteer. Vada worked on the project twenty hours a week this year. Her duties inside the library consists of helping tutors find the correct materials, use the computers, operate the TV/VCR units and of providing library cards for the new readers. Outside the library Vada visits the centers for new learners and keeps the tutors and students apprised of the materials and services offered by the library. Library cards are issued to each student she addresses.

The reference librarians assist the tutors when the instructor is off duty. All members of the library staff recruit tutors and new students. It is this library connection that has helped the cause for literacy in the community and made the Library Literacy Program a success.

Cosponsorship is the key feature of this library's role, in which customized library activities support the literacy efforts of other agencies. Activities in this role vary greatly and include, for example, developing special family

programs, or teaching parents how to use books with their small children. The library is not an initiator in every instance, but it provides a study side and appropriate materials for tutors trained by the other agencies. This brings to the library's family literacy efforts more resources, additional expertise, and most importantly an entree to over 800 clients of those cooperating agencies. Joint publicity is an aspect of this service role.

Aside from providing learning sites the library cooperates with the other members of the literacy coalition. Robert Satterwhite, library director, is a member of the Hopkinsville-Christian County Literacy Council. That council is comprised of fifteen local business and professional people. The council serves as a catalyst in Christian County's battle against illiteracy by providing public awareness, developing community resources, and coordinating literacy projects. Mr. Satterwhite's position on the council is in keeping with the purpose of this library which is to serve the whole community. Meetings are held monthly at the library.

The successful literacy program is considered an essential part of the community. The library, which is open four evenings a week and on Saturday, provides tutoring spaces; high interest low level vocabulary print materials; five computer workstations; two video workstations, four audio workstations and a children's library on the second floor which affords excellent books for the children of new

learners. Professional librarians are ready to assist new learners at all times and an instructor is on duty four hours a day.

One major change in the program dealt with the duties of the literacy instructor. Two new programs JTPA at the Basic Education Center and Minact, a Youth Transition Center had sites for tutors and new learners. In both cases Vada held a one day workshop and at that time she described the materials and services offered by the Hopkinsville-Christian County Library and allowed the students time to apply for library cards. Both of the Centers used the library and the literacy materials extensively throughout the year.

The library director, Robert Satterwhite, is working closely with these and other new members of the literacy coalition, as they emerge. Every effort is being made to accommodate the needs of the agencies for adult literacy in this area.

Over 400 literacy students have been registered at the ABE Center this year. This center is the source of our tutor/learner teams. The literacy instructor at the library works closely with the teachers at the center. All of the 400 literacy students are aware of the library lab and all of them use the materials and check-out the audio and video tapes and machines. Teams from all sites may use the library as a study site and many of them do. The library is open at times when the school sites are closed. This is to say several of the teams use the library part-time or regularly

borrow tapes and books from the laboratory. Seven tutors and eight students regularly used the library as a learning site this year for a total of above 265 recorded hours.

The influx of foreign industrial plant employees and their families has made it necessary to add an ESL component to the project. Two of these students were tutored by Mrs. Nevels and three were instructed at the library by tutors from the Learning Center. The library director, Bob Satterwhite, has bought books, videos and workbooks for this component. Plans are to enlarge the ESL collection in 1994.

Tutors received their Laubach training at the Christian County Board of Education ABE Center. Thirty tutors were trained there and all of them used some of the machines and materials from the library project. Seven teams worked at the library site. Those teams logged in above 265 hours. Eleven students at the Youth Transition Center made regular use of the GED/KET tapes and were given regular assignments for work in the library. Five students received ESL instruction at the library.

BUDGET INFORMATION

LSCA VI - Library Literacy Program
CFDA No. 84.167A

Check one: _____Applicant is a State library

__X__ Applicant is a local public library

BUDGET BY CATEGORY

BUDGET CATEGORIES	Actual Expenditures	Proposed Expenditures
A. Salary and Wages	$ 10,994.20	$ 9,674.00
B. Fringe Benefits	$ 1,651.08	$ 1,368.00
C. Travel	$ N/A	$ -
D. Equipment	$ 58.00	$ 0
E. Supplies	$ 577.73	$ 3,270.00
F. Contractual Services	$ N/A	$ -
G. Library Materials	$ 3,221.55	$ 3,238.00
H. Other	$ 364.00	$ 450.00
I. Total Direct Charges (add lines A-H)	$ 16,866.56	$ 18,000.00
J. Indirect Charges (%)	$ N/A	$ -
K. TOTAL PROJECT COSTS (add lines I and J)	$ 16,866.56	$ 18,000.00

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
_x_ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_x_ Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
_x_ Public Awareness
___ Training
___ Rural Oriented
_x_ Basic Literacy
_x_ Other (describe)_____

_x_ Collection Development
_x_ Tutoring
_x_ Computer Assisted
_x_ Other Technology
___ Employment Oriented
_x_ Intergenerational/Family
___ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
_x_ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____

___ Homebound
_x_ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_x_ Intergenerational/Families
_x_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

_x_ Laubach _x_ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

The volunteer tutors and the person employed as instructor at the library receive Laubach training. LVA materials are used also. Training is done at the Basic Education Center and conducted by the Literacy Council.

5. If this project involved tutoring, how was it provided? (check as many as applicable)

_x_ one-to-one tutoring _x_ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _x_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

TABE pretests and posttests are administered at the various agencies. Qualitative outcomes are documented. The are accountable to the various institutions that fund them - JOBS, Christian County Board of Education and MINACT.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _x_ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Above (6a)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
_x_ newsletter(s)
___ other (describe)

Brochures
Newsletter
Bulletin Board

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 800
Of those served, how many received direct tutoring service? 8
How many hours of direct tutoring service did they receive? 265
How many new volunteer tutors were trained? _____
How many current volunteer tutors received additional training? _____
How many volunteer tutors (total) were involved? 7
How many non-tutor volunteers were recruited? _____
How many service hours were provided by non-tutors? _____
How many librarians were oriented to literacy methods, materials, and students? _____
How many trainers of tutors were trained? 20

Cosponsorship is the key feature of this library's role, in which customized library activities support the literacy efforts of other agencies. Activities in this role vary greatly and include, for example, teaching the use of the literacy laboratory (computers, VCR/TV units, and audio machine) as part of another agency's program, developing special family programs, or teaching parents how to use children's materials. The library is not an initiator in this role, but it provides a study site and appropriate materials for tutors trained by the other agencies. This brings to the library's family literacy efforts more resources, additional expertise and most importantly an entree to over 800 clients of those cooperating agencies. Joint publicity is an aspect of this service role.

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

We have increased the materials and services available here for groups that have been traditionally under represented i.e., members of racial and ethnic minority groups, women, the handicapped, and the elderly. Over 800 potential patrons from those groups have applied for library cards this year. It has given us a wider opportunity for cooperation with providers of literacy services in this area.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

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